

Program Review Criteria Faculty Resources

- a) **Faculty Availability:** For any proposed program the staffing plan should be clearly articulated. Program proposals that qualify for Routine Review will generally show that a majority of the core faculty members are already employed at the institution, but any projection for additional hires should provide details about the necessary expertise, the timeline for additional hires, as well as the nature of financial support for the new hires.
- b) Proposals that extend a university into new dimensions and thus will receive Comprehensive Review will provide details concerning existing faculty and supporting faculty in complementary units of the institution. Ideally, there should be existing faculty with considerable expertise in the general area of the new program, or in closely-related areas, before embarking on a novel direction. Existing programs should not be significantly weakened if core faculty are to be reassigned to the new program nor should it negatively affect existing programs in related areas. When existing core faculty are to be reassigned to the new program, an explanation of the impact on the current program will be provided. Proposals will also include details regarding a hiring plan that at a minimum includes number of new faculty, degree and experience qualifications, and timing for phasing in the new faculty.

In either Routine or Comprehensive Review, student-faculty ratios should be comparable to peer programs and they should meet accreditation expectations where specialized accreditation approval is sought.

- c) **Teaching Load:** The degree level, conceptual nature (laboratory, clinical, research, etc.), and focus of programs varies widely. Hence, the proposal should explain and defend the teaching load expectations that will be followed. The teaching load of faculty should be comparable to peer programs, meet the institution's standards, and meet accreditation requirements.

Teaching loads for faculty supporting a doctoral program not only vary according to the discipline but also according to the extensiveness of the research expectations in the program. Teaching and research in many programs are an integrated whole but, in any case, the work load should clearly allow for the faculty to continue advanced research, supervise research, and provide advising for the program's students.

For the Ph.D. and other doctorates proposed in the application to be strongly research-based doctoral programs, faculty teaching load should be consistent with professional norms in the program area. Although the teaching load may vary according to discipline, a two course per semester load (i.e., "2-2") is a common standard across many disciplines. A relative low teaching load for faculty in PhD programs is necessary to allow for the faculty to continue advanced research, supervise dissertations or research projects, and provide advising for the program's students.

- d) **Core Faculty Productivity:** The stated specialties of the faculty should align with the proposed course offerings. Scholarly activity is in part determined by calculating the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member over the last five years. Faculty scholarly activity should also provide demonstrable impacts on their field, through measures such as citation rates, public recognition, etc. Expected faculty productivity for research faculty will vary according to the discipline and the required professional activity of the faculty and meet the rigor of other comparable programs nationally.

Faculty supporting doctoral-level professional practice degrees should be engaged in research, applied or otherwise, that has the potential to improve clinical practice and appear in publications relevant to the field.

The expectations for new faculty and the actual evidence of scholarly productivity for existing faculty supporting the new program will be enumerated in the proposal. If applicable to the field, faculty should be securing external research funds. For each existing core faculty member, the proposal should provide the total amount of external funding generated within the past five years (consistent with the methodology used for calculating scholarly activity).

For PhD programs there should be a strong foundation of faculty to support the program, typically a minimum of four qualified core faculty members. Faculty in PhD programs are expected to be engaging in rigorous, high-impact work that yields consistent scholarly products. For example, in some science/social science fields, expected faculty productivity may be several peer-reviewed publications per year and external funding. In fields in the humanities, this may mean a track record of high-quality books supplemented by other types of scholarly products.

Other Resources

- a) Facilities, equipment, and clinical placements must be adequate to initiate and sustain the program. Evidence of an infrastructure that will support the new program should be provided.
- b) The proposal must include a letter or other written statement from the institution's librarian attesting to the adequacy of existing resources to support the program, or an articulating a plan to ensure those resources are available by the time the program launched.
- c) The proposal must include a letter or other written statement from the institution's chief information officer attesting to the adequacy of existing resources to support the program, or a articulating a plan to ensure those resources are available by the time the program launches.
- d) The program should provide plans for financial support for students enrolled in the program and provide a description that demonstrates that the level of financial support will be comparable to or competitive with existing programs in the discipline.
- e) For doctoral programs, particularly Ph.D. programs, proposals should provide examples of assistance for other similar programs. Budget information should address the number of assistantships per program, tuition and fee arrangements, and benefits, if any. To be competitive, it is critical that institutions offer comprehensive financial assistance packages to recruit and retain high-quality Ph.D. students.

f)

NOTE: Some fields (such as some professional programs) do not typically support doctoral students. In addition, some programs have high numbers of part-time students who work full-time (*e.g.*, Education or Public Affairs), and financial support for such students is *not typically* expected.

12) Awards: Degrees and Certificates

The status of awards granted by accredited institutions of higher education continues to be in a state of evolution and precise definitions are not always possible. This is particularly true for professional doctorates and first-professional degrees, as noted by the Council of Graduate Schools (Task Force Report on the Professional Doctorate, 2007, Council of Graduate Schools, Washington, D.C.).

Reflecting patterns of change, reporting to the Integrated Post-Secondary Education Data System (IPEDS) dropped the use of the term first-professional in 2010-11. Completions for purposes of IPEDS reporting include the following:

- (1) Less than 1-year certificate
- (2) At least 1 but less than 4-year certificates
- (3) Associate Degrees
- (4) Bachelor's degree or equivalent
- (5) Master's degree
- (6) Doctor's degree
- (7) Post-baccalaureate and post-master's certificate

The IPEDS classification of doctor's degree includes doctor's degree-research/scholarship, doctor's degree – professional practice; doctor's degree – other.

- a) **First professional programs:** For historical recognition, first-professional degree is an award that requires completion of a program that meets all of the following criteria:
- completion of the academic requirements to begin practice in the profession;
 - at least 2 years of college work prior to entering the program; and
 - a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

All first-professional degree programs are closely regulated by recognized professional and specialized accrediting agencies. Some first-professional degree are require a prior degree, but this is not true of all. The following degrees are considered first professional or professional practice doctorates, and will only be offered by the University of Missouri:

- Chiropractic (D.C. or D.C.M.)
- Dentistry (D.D.S. or D.M.D.)
- Law (L.L.B., J.D.)
- Medicine (M.D.)
- Optometry (O.D.)
- Osteopathic Medicine (D.O.)
- Pharmacy (Pharm.D.)
- Podiatry (D.P.M., D.P., or Pod.D.)
- Theology (M.Div., M.H.L., B.D., or Ordination)
- Veterinary Medicine (D.V.M.)

In IPEDS reporting the historical first-professional degree is included in professional practice doctorates.

- b) **Doctoral programs:** The doctorate is the highest earned academic degree in U.S. postsecondary education. For some programs, distinctions are made in the focus of research required for the degree. Research doctorates such as the Ph.D. contribute new knowledge and theory to the body of knowledge in the field. Practice-based doctorates such as DNP focus on the practical application of knowledge and theory that exists within the field or discipline.
- **Ph.D.** The Ph.D. in any discipline is generally recognized as a research degree, typically requiring completion of original research or evidence of artistic accomplishment. PhD programs require unique faculty, student/faculty ratios, assigned teaching loads, and infrastructure and financial support.
 - **Professional Doctorates.** As stated by the Higher Learning Commission (Report of the Task Force on the Professional Doctorate, The Higher Learning Commission, North

Central Association of Schools, 2006) the professional doctorate “has a clearly defined place in the hierarchy of U.S. higher education degrees and it should be perceived as different from and not a substitute for the research doctorate.”

These doctorates represent considerable variation in focus and requirements such as capstone experience and relationship to licensure. (CGS Task Force Report on Professional Doctorate, 2007). Some professional doctorates may have a significant research requirement and be considered a research degree, whereas other do not fit as research degrees. Even within a particular degree designation there often is great variation in the degree design, purpose and expected application. For example, the Doctorate of Business Administration may require a major research experience and be akin to a Ph.D., but in another university setting the research experience is much less extensive. This is shown by comparing the statements made by different schools in their graduate catalogues and websites.

Categorizing the many degree designations of the wide range of professional doctorates into either research/scholarship or professional practice categories is difficult at best. Listings, even for examples, often imply inclusiveness and thus hinder innovation. The variation in the nature of the professional doctorates and the extent of change that is occurring with these programs have implications for the program review processes. Hence, proposals for new programs need to clearly outline the nature of the degree being proposed and document evidence of peer institutions practices, recognition in accreditation practices, and acceptance by prospective employers of graduates from such a program.

- c) **Education specialist.** These programs are essentially extensions of master’s level studies and should evidence a study beyond that expected of master’s programs.